



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

35812 N. 7th Street, Phoenix, AZ 85086

### Stepping Stones Academy

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing Plus  
2003-04 Performing  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mrs. AnnMarie Short and Mrs. Dedre Alliger  
Schedule : 07:30 AM to 04:00 PM  
Grades : Pre-K-8  
2005 Enrollment : 180  
Web Address : steppingstonesacademy.org  
Phone Number : (623) 465-4910  
Fax Number : (623) 587-8514  
E-mail : short@steppingstonesacademy.org

#### Mission

Stepping Stones Academy offers children a safe learning environment where basic academics are integrated with job, social, and life skills. The high academic standards, small class sizes, relevant activities, and teaching of a strong character education program provide children with essential skills to become confident and responsible citizens. Frequent assessment of student progress promotes increased student achievement and develops life-long learners and productive members of society.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Not Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Students will increase proficiency in oral and written communication skills and apply these skills to job, social, and life situations. Targeted skills include organization, word choice, mechanics, sentence fluency, and presentations to groups.
- ü Students will increase proficiency in reading skills and apply these skills to job, social, and life situations. Targeted skills include reading strategies, vocabulary, comprehension, reading fluency, literary elements, and verbal expression.
- ü Students will increase proficiency in mathematical concepts and apply these skills to job, social, and life situations. Targeted skills include number sense, computation, measurement, and problem-solving.
- ü Students will increase proficiency in applying academics to job, social, and life situations, including writing a resume and job application, balancing a checkbook, implementing the character education traits, and exploring different careers.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 195  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 175

## Instructional Programs

- ü Integration of Academics with Job Skills
- ü MicroSociety Program
- ü Character Education Program
- ü Pre-Algebra and Algebra Classes
- ü Reading Counts Computer Program
- ü Sequential Curriculum for K-8th Grades
- ü Team-Teaching in 5th-8th Grades
- ü Full-Day Kdgn.Class - No Cost to Parents

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	9/6/2005
Last Day of School :	6/16/2006

## Shared Responsibilities

### School

Stepping Stones Academy provides a safe and friendly learning environment, sets high expectations for all children, and enforces a fair and consistent code of conduct. The school achieves these goals by emphasizing mastery of the skills and applying them to job, social and life situations. The school communicates with parents about campus activities, student academic progress, and campus policies, which is completed through campus newsletters, bi-monthly progress reports and the Family Handbook.

### Parents

Stepping Stones Academy is a family and community oriented school where parents are essential members of the school team. Parents are expected to support the school's philosophy, policies, educational program, uniforms, academic standards and code of conduct. Parents are expected to communicate with school personnel, assist with homework, and ensure children attend school on time. Parents are invited to be active members of the parent group, volunteer in the classroom, or serve on committees.

## Transportation Policy

Transportation is not provided by the school; however, Stepping Stones Academy assists parents with the organization of a carpool. Children also ride their bikes and walk to school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Class Received Project GOAL Reading Award	2005
ü School Recognized for Helping Local Business	2005
ü Student Artwork on Display	2004
ü Student Designed New Logo for Local Fire Department	2003

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	79306	95	95	99	467	467	445	0	0	10	11	11	18	67	67	51	22	22	20
All Students (Prior Year)	20	20	75509	100	100	100	525	525	521	11	11	13	0	0	23	72	72	33	17	17	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	14	14	40583	100	100	99	482	482	445	0	0	11	0	0	18	69	69	50	31	31	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	19	19	36197	100	100	99	467	467	463	0	0	5	11	11	11	67	67	53	22	22	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	16	16	69060	100	100	98	461	461	454	0	0	7	13	13	17	67	67	54	20	20	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	19	19	39966	95	95	100	467	467	459	0	0	6	11	11	12	67	67	52	22	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	79395	95	0	99	479	479	446	0	0	9	0	0	25	83	83	55	17	17	11
All Students (Prior Year)	20	20	75492	100	100	100	523	523	519	11	11	12	0	0	16	72	72	47	17	17	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	14	14	40618	100	0	99	491	491	440	0	0	11	0	0	27	77	77	53	23	23	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	19	19	36221	100	0	99	479	479	465	0	0	4	0	0	15	83	83	63	17	17	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	16	16	69139	100	0	99	472	472	454	0	0	7	0	0	24	93	93	58	7	7	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	19	19	39986	95	0	100	479	479	461	0	0	4	0	0	16	83	83	63	17	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78869	95	95	99	437	437	442	0	0	6	28	28	21	72	72	63	0	0	10
All Students (Prior Year)	20	20	75053	100	100	99	585	585	597	0	0	7	11	11	12	89	89	72	0	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	14	14	40302	100	100	99	440	440	428	0	0	8	31	31	26	69	69	60	0	0	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	19	19	36078	100	100	99	437	437	459	0	0	4	28	28	16	72	72	66	0	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	16	16	68697	100	100	98	438	438	454	0	0	4	27	27	18	73	73	67	0	0	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	19	19	39837	95	95	100	437	437	457	0	0	4	28	28	14	72	72	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78906	90	90	99	504	504	498	0	0	13	28	28	19	56	56	48	17	17	20
All Students (Prior Year)	20	20	76019	100	100	100	505	505	499	0	0	14	41	41	39	24	24	14	35	35	33
Female	10	10	38644	91	91	99	501	501	500	0	0	12	33	33	19	56	56	49	11	11	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	--	--	31938	--	--	99	--	--	481	--	--	19	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	18	18	36483	90	90	99	502	502	517	0	0	7	29	29	13	53	53	51	18	18	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	18	18	68310	95	95	98	507	507	509	0	0	9	29	29	18	53	53	51	18	18	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	19	19	40295	90	90	100	504	504	513	0	0	7	28	28	13	56	56	50	17	17	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78908	90	0	99	502	502	484	0	0	10	17	17	23	78	78	58	6	6	9
All Students (Prior Year)	20	20	76020	100	100	100	520	520	503	12	12	25	18	18	23	53	53	40	18	18	12
Female	10	10	38648	91	0	99	499	499	489	0	0	8	22	22	22	78	78	61	0	0	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	--	--	31940	--	--	99	--	--	465	--	--	16	--	--	32	--	--	49	--	--	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	18	18	36502	90	0	99	497	497	502	0	0	4	18	18	14	82	82	67	0	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	18	18	68312	95	0	98	504	504	493	0	0	7	18	18	21	76	76	62	6	6	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	19	19	40315	90	0	100	502	502	498	0	0	5	17	17	15	78	78	66	6	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	78750	90	90	99	506	506	500	0	0	6	28	28	29	72	72	63	0	0	2
All Students (Prior Year)	19	19	75673	95	95	100	568	568	530	6	6	12	19	19	25	56	56	58	19	19	4
Female	10	10	38586	91	91	99	520	520	515	0	0	4	11	11	22	89	89	71	0	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	--	--	31841	--	--	99	--	--	483	--	--	8	--	--	36	--	--	55	--	--	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	18	18	36440	90	90	99	504	504	516	0	0	3	29	29	22	71	71	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	18	18	68196	95	95	98	512	512	513	0	0	3	24	24	25	76	76	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	19	19	40260	90	90	100	506	506	514	0	0	3	28	28	21	72	72	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	78250	100	100	99	539	539	548	14	14	21	23	23	18	59	59	48	5	5	13
All Students (Prior Year)	10	10	75001	100	100	99	472	472	468	33	33	37	22	22	36	33	33	16	11	11	10
Female	13	13	38071	100	100	99	541	541	549	17	17	20	25	25	19	50	50	49	8	8	12
Male	10	10	40126	100	100	99	537	537	547	10	10	23	20	20	17	70	70	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	--	--	29129	--	--	99	--	--	527	--	--	32	--	--	23	--	--	40	--	--	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	23	23	38320	100	100	99	539	539	568	14	14	12	23	23	14	59	59	55	5	5	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	17	17	68996	100	100	99	557	557	561	6	6	16	13	13	18	75	75	52	6	6	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	23	23	44937	100	100	100	539	539	561	14	14	13	23	23	15	59	59	54	5	5	18

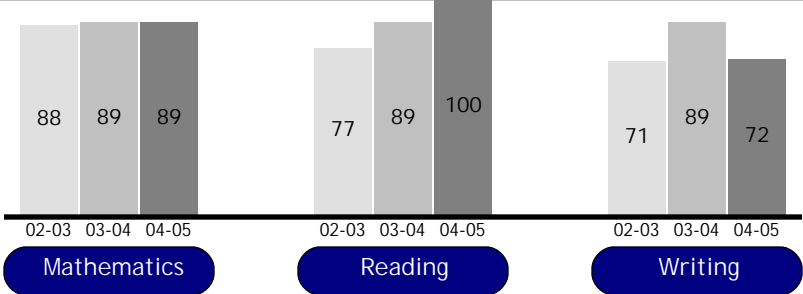
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	78302	100	0	99	517	517	512	0	0	11	18	18	25	82	82	57	0	0	7
All Students (Prior Year)	10	10	74918	100	100	99	488	488	497	33	33	32	33	33	19	33	33	35	0	0	15
Female	13	13	38082	100	0	99	523	523	518	0	0	8	8	8	24	92	92	61	0	0	7
Male	10	10	40166	100	0	99	508	508	507	0	0	14	30	30	26	70	70	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	--	--	29152	--	--	99	--	--	492	--	--	17	--	--	34	--	--	46	--	--	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	23	23	38347	100	0	99	517	517	531	0	0	5	18	18	17	82	82	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	17	17	69024	100	0	99	533	533	524	0	0	7	6	6	23	94	94	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	23	23	44979	100	0	100	517	517	525	0	0	6	18	18	18	82	82	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	23	78094	100	100	99	550	550	545	0	0	3	23	23	18	77	77	77	0	0	2
All Students (Prior Year)	10	10	74503	100	100	99	500	500	491	0	0	9	33	33	32	67	67	51	0	0	8
Female	13	13	38025	100	100	99	577	577	558	0	0	2	8	8	13	92	92	82	0	0	2
Male	10	10	40013	100	100	99	518	518	534	0	0	5	40	40	23	60	60	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	--	--	29068	--	--	99	--	--	523	--	--	5	--	--	27	--	--	67	--	--	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	23	23	38265	100	100	99	550	550	564	0	0	2	23	23	11	77	77	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	17	17	68892	100	100	98	566	566	559	0	0	2	13	13	14	88	88	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	23	23	44871	100	100	100	550	550	559	0	0	2	23	23	12	77	77	84	0	0	3

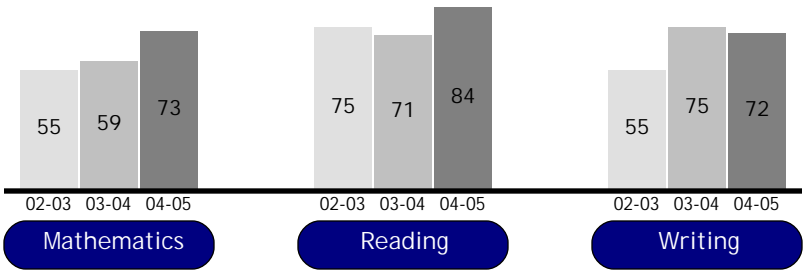
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

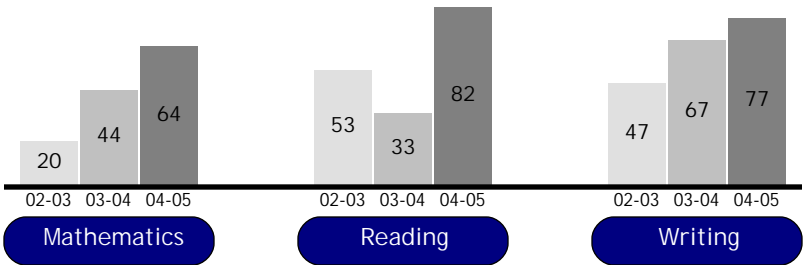
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	59	59	50	94	64	NA	58	100	57	57	47
	Language	100	48	48	43	100	55	55	50	100	51	51	47
	Mathematics	100	54	54	57	100	57	57	64	100	57	57	50
3	Reading	100	46	46	47	100	61	NA	55	95	62	62	44
	Language	100	49	49	54	100	66	66	61	95	62	62	44
	Mathematics	100	44	44	54	100	57	57	61	95	66	66	51
4	Reading	100	74	74	52	100	51	NA	56	96	55	55	48
	Language	100	58	58	48	100	46	46	52	96	60	60	49
	Mathematics	100	66	66	57	100	56	56	61	100	57	57	53
5	Reading	100	66	66	50	100	72	NA	55	90	65	65	50
	Language	100	57	57	46	100	57	57	49	90	57	57	50
	Mathematics	100	65	65	57	100	65	65	63	90	53	53	49
6	Reading	100	62	62	53	100	51	NA	56	100	52	52	51
	Language	100	54	54	45	100	45	45	48	100	52	52	47
	Mathematics	100	64	64	62	100	69	69	66	100	51	51	52
7	Reading	100	50	50	51	92	61	NA	54	100	59	59	50
	Language	100	30	30	54	92	58	58	58	100	54	54	52
	Mathematics	100	42	42	58	96	42	42	62	100	54	54	50
8	Reading	100	58	58	53	100	NA	NA	55	100	59	59	51
	Language	100	55	55	49	100	NA	NA	52	100	56	56	50
	Mathematics	100	60	60	58	100	NA	NA	61	100	52	52	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Site Council

## Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

## Council Duties

- Ü Plan School Improvement Projects
- Ü Provide Input for Campus Policies
- Ü Organize Campus Events
- Ü Help with Fundraising Activities
- Ü Support Parent/Community Involvement
- Ü Serve as Liaisons to Parents & Community

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	12.00
Other Professional Staff	3.00	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	0	0	0
4 to 6 years	3	1	0	0
7 to 9 years	3	0	0	0
10 or more years	2	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	33%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab with Internet Access
- Ü Multi-Purpose Building with Stage Equip.
- Ü Campus Library
- Ü Computers in Each Classroom

## Extracurricular Activities

- Ü National Junior Honor Society
- Ü MicroSociety Jobs in Student-Run Society
- Ü Student Government
- Ü Eighth Grade Class Trip to California
- Ü Yearbook Club
- Ü After-School Homework Help Services
- Ü School Choir

## Social Services

- Ü Crisis Intervention/Prevention Programs
- Ü Counseling Services
- Ü Pre-Kindergarten Class (4-year-olds)
- Ü Health Services

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Stepping Stones Academy implemented an incentive program encouraging children to practice their math facts each month. For practicing the math facts, students were honored at a monthly awards assembly.
- ü Stepping Stones Academy continued with its incentive program encouraging children to read in the evenings and on week-ends each month. For reading during this extra time, students were honored at a monthly awards assembly.
- ü Stepping Stones Academy allowed students to apply math concepts to job and life skills by attending field trips, inviting in guest speakers, completing hands-on projects in class, and participating in the MicroSociety program.
- ü Stepping Stones Academy allowed students to apply their reading skills to job and life skills by attending field trips, reading to younger and older students, and participating in the MicroSociety program.

## Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	11	12	12	17
Transfers In Rate <sup>6</sup>	14	28	28	37
Stability Rate <sup>7</sup>	88	87	87	82
Promotion Rate <sup>8</sup>	99	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Stepping Stones Academy provides a positive, safe, and secure learning environment and follows a strict code of conduct. The Character Counts program is taught and applied in all grades. The school enforces a zero-tolerance policy for weapons, drugs, alcohol, tobacco and other illegal or dangerous activities. Additionally, the school has high expectations for student conduct and communicates with parents every week.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Dedre Alliger & AnnMarie Short	(623) 465-4910
Transportation Policy	Dedre Alliger & AnnMarie Short	(623) 465-4910
Community Resources	Dedre Alliger & AnnMarie Short	(623) 465-4910
School Nutrition Programs	Kelley Jessen	(623) 465-4910
Parent Organization	Dedre Alliger & AnnMarie Short	(623) 465-4910
Student Health/Nurse	Shawna Stewart	(623) 465-4910

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

#### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

##### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

##### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

##### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

##### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

##### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.